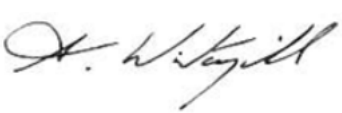

SAFEGUARDING & CHILD PROTECTION POLICY



WOODHOUSE GROVE SCHOOL & BRONTE HOUSE SCHOOL

Authorised by	Board of Governors
Date of authorisation	01/09/2026
Effective date of policy	01/09/2026
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Owner of policy	Anthony Cadman
Lead for update and review	Anthony Cadman
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Last reviewed on	September 2026
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Signed off by Chair of Governors September 2026	

Based on the Leeds Children's Services Model Safeguarding & Child Protection
Policy for Schools and Colleges 2026/27



Leeds Safeguarding
Children Partnership

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School Contacts

School Telephone Number: 0113 250 2477

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Mrs Sarah Chatterton, Head Teacher, Bronte House

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Designated Safeguarding Lead

Mr. Anthony Cadman, Deputy Head (Pastoral)

Email: cadman.am@woodhousegrove.co.uk

Deputy Designated Safeguarding Leads

Woodhouse Grove

Mrs Rebecca Vernon, Head of Wellbeing

Email: vernon.re@woodhousegrove.co.uk

Mrs Emma Nulty, Deputy Head

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Mr Chris Softley, Assistant Head (6th Form & Futures)

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Miss Beth Monk, Head of Learning Support

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Bronte House & Ashdown Lodge

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Mrs Helen Simpson, Deputy Head (Academic)

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Miss Donna Riley (Wellbeing Mentor)

riley.d@brontehouse.co.uk

Governing Body (Initial contact through the School Office please)

Chair of Governors

Mr Alan Wintersgill

Designated Safeguarding Governor

Mr Martin Pearman

MIST safeguarding trustee – Lady Fiona Mynors fmynors.trustee@methodistschools.org.uk

Other contacts: Leeds Safeguarding Children Partnership (LSCP)

CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / <u>initial referral</u>	Professionals – 0113 3760336 Members of the public – 0113 2224403
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team	<u>Advice</u> / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk
Family Hub	Family hub support	0113 5350185 Family.hubs@leeds.gov.uk

Bradford Children's Social Services Initial Contact Point: 01274 437500

Bradford Social Services emergency Duty Team (out of hours): 01274 431010

Advice can also be sought from Louise Cornwell-Porteus – Team Manager Education and Early Years Safeguarding Team - 0113 **3789637**

Any incidents causing serious harm should also be reported to the police from the outset, using the 101 number, as should any other crime that has been committed.

DfE Prevent Helpline and Mailbox for non-urgent advice for staff and governors – 020 7340 7264 / counter-extremism@education.gsi.gov.uk

Children Missing Education - cme@leeds.gov.uk. Tel: 0113 3789686.

Reporting Female Genital Mutilation – complete [West Yorkshire Police FGM Reporting Form](#) or call 101. Staff Should follow the local safeguarding Children's partnership procedures

Other useful numbers may be:

Childline	0800 1111
NSPCC	0808 800 5000
Ofsted's Whistleblower Hotline	0300 123 3155
The Children's Commissioner	0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk
The NSPCC whistleblowing helpline	0800 028 0285

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

All staff refers to all paid adults, volunteers (including Governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHE Personal, social health and economic
- RSHE Relationships, Sex and Health Education
- CSWS Childrens' Social Work Services
- KCSiE Keeping Children Safe in Education

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

This Safeguarding & Child Protection Policy is available on the school website, and is reviewed and ratified annually and by the governing body/board of trustees or as events, or legislation requires. Any updates, deficiencies or weaknesses identified will be remedied without delay.

Part One: Policy for schools

1. Aims

1.1 Woodhouse Grove School and Bronte House School aim to ensure that:

- Appropriate, proportionate and timely action is taken in a timely manner to safeguard and promote children's welfare, ensuring concerns are identified, recorded and acted upon at the earliest opportunity
- All staff are aware of their statutory responsibilities with respect to safeguarding, including recognising emerging safeguarding risks both online and offline, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline, including harm arising from emerging technologies, digital platforms and artificial intelligence.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children
- Promote a whole-school safeguarding culture in which children are listened to, feel safe, know how to report concerns, and where all adults understand that safeguarding is everyone's responsibility.
- Foster a culture of professional curiosity, respectful challenge and effective information sharing to support early identification of need.

1.2 The Governing Body and staff of Woodhouse Grove and Bronte House School (hereinafter referred to as "Woodhouse Grove School") take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, respond to and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 Woodhouse Grove School is a member of the Methodist Independent Schools Trust (MIST) who, as proprietor of the school, has safeguarding responsibilities. The Head is responsible for the day-to-day child protection, discipline, health & safety, and promoting and safeguarding the welfare of children and young persons with whom the school engages. While the day-to-day oversight of this is delegated to local governing bodies, MIST has ultimate responsibility as proprietor for safeguarding within Trust schools. MIST also have their own [Safeguarding Policy](#) and [Whistleblowing Policy](#)

1.4 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, third-party providers, commissioned services and alternative provision partners, volunteers, supply staff and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

2. Legislation and statutory guidance

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2026](#) and [Working Together to Safeguard Children \(2026\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

2.2 This policy should be read alongside the most recent versions of relevant statutory guidance and local safeguarding procedures, together with any updates issued by the Department for Education or Leeds Safeguarding Children Partnership including;

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 (updated 2021) with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022)

National Minimum Standards for Boarding Schools (September 2022);

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#)

[Alternative Provision Guidance February 2025](#)

[Working Together To Improve School Attendance 2024](#)

[Working Together to Safeguard Children 2026](#)

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our

website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2026).

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early years foundation stage for group and school based providers \(DfE 2025\)](#)

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of mobile devices on school site and the use of AI by staff and children. See Appendix 13 for Staff Mobile Phone Policies.

3. Definitions

3.1 **Safeguarding and promoting the welfare of children** means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, Whether the risk of harm comes from within the child's family and/or outside (from the wider community), including online
- Preventing impairment of children's mental or physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 **Children** includes everyone under the age of 18.

4. Equality statement

4.1 Some children may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for children who:

- are disabled or have certain health conditions and have specific additional needs.
- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.

- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.
-

The school recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will maintain an awareness of factors that may increase vulnerability and will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

5. Roles and responsibilities

- 5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to familiarise themselves with this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein.

5.2 All staff

- 5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex A (where applicable) of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

- 5.2.2 Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

- 5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022), understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and child-on-child abuse procedures, and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified

in Part 1 of KCSiE. Staff should understand that early identification of concerns, including changes in behaviour, attendance, wellbeing or presentation, may indicate that a child requires additional support. All staff should be reporting emerging problems that may warrant early help intervention to the Safeguarding Team via CPOMS.

- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education. If staff have a Mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in this policy. Our Mental Health Policy includes routes to escalate concerns.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: **Summary of in-school procedures to follow where there are concerns about a child** (Page 14) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- We work in partnership with other agencies in the best interests of the children. Requests for service to CSWS should (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty & Advice Team (0113 3760336). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- How to manage a report of child-on-child sexual violence and sexual harassment.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child abuse including sexual violence and sexual harassment, and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Staff should also understand risks associated with online harm, including harmful content, online abuse, exploitation, coercion and inappropriate contact.

- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse.

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 Our DSL is Mr Anthony Cadman (Deputy Head (Pastoral)). The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). The DSL should understand the effectiveness of these systems and ensure safeguarding concerns arising from online activity are appropriately identified, recorded and responded to. Refer to DfE Guidance [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges-guidance)

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible, a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns (see Pg. 3 for contact details). Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

5.3.4 When the DSL is absent, the deputies will act as cover (See page 3 for contact details).

5.3.5 If the DSL and deputy are not available, one of the Safeguarding Team will act as cover (for example, during out-of-hours/out-of-term activities).

5.3.6 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Maintain oversight of safeguarding records, ensuring information is kept securely, is appropriately shared and that records demonstrate decision-making and actions taken.
- Ensure staff are trained in online safety, including filtering and monitoring systems in place
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who

make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.

- Mr Anthony Cadman (DSL) will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL will also keep the Head teacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL should work closely with relevant colleagues, including the designated teacher (where applicable), SENDCO and attendance lead, to ensure safeguarding concerns and barriers to education are addressed. It is essential therefore that the DSL works in close collaboration with the SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with all staff

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing board

5.4.1 The governing board will approve this policy at each review, at least annually, usually September, and hold the head teacher to account for its implementation. They will receive a termly report from the DSL.

5.4.2 The governing body and proprietors will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.

5.4.3 The governing body will complete safeguarding and child protection briefing on their strategic roles and responsibilities every three years provided by the MIST Safeguarding consultant. Training will also include relevant Online Safety Training. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training which provides an

understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.

- 5.4.4 The governing board will appoint a lead governor to monitor the effectiveness of this policy and other related safeguarding policies in conjunction with the full governing board. A Staff Governor cannot be the lead governor with responsibility for safeguarding and child protection. The lead governor will access AGBIS safeguarding governor training every three years including online safety training.
- 5.4.5 In the event that safeguarding concerns or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'. See also Section 23.
- 5.4.6 The governing body should ensure that responsibilities for filtering and monitoring are clearly identified, reviewed regularly and that appropriate action is taken where concerns are identified. These should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.
- 5.4.7 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training for all staff in place. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable too and appropriate risk assessments/support plans are in place where pupils access provision offsite. Woodhouse Grove School has used the following alternative or off-site providers and has written evidence of safeguarding arrangements:
- Queenswood Education Centre

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The guidance set out in [Arranging Alternative Provision February 2025](#) will be followed.

- 5.4.8 The governing body will supply information as requested by the LSCP and the Local Authority Education Safeguarding Team (including ensuring completion of the section 175 Annual Review Monitoring)

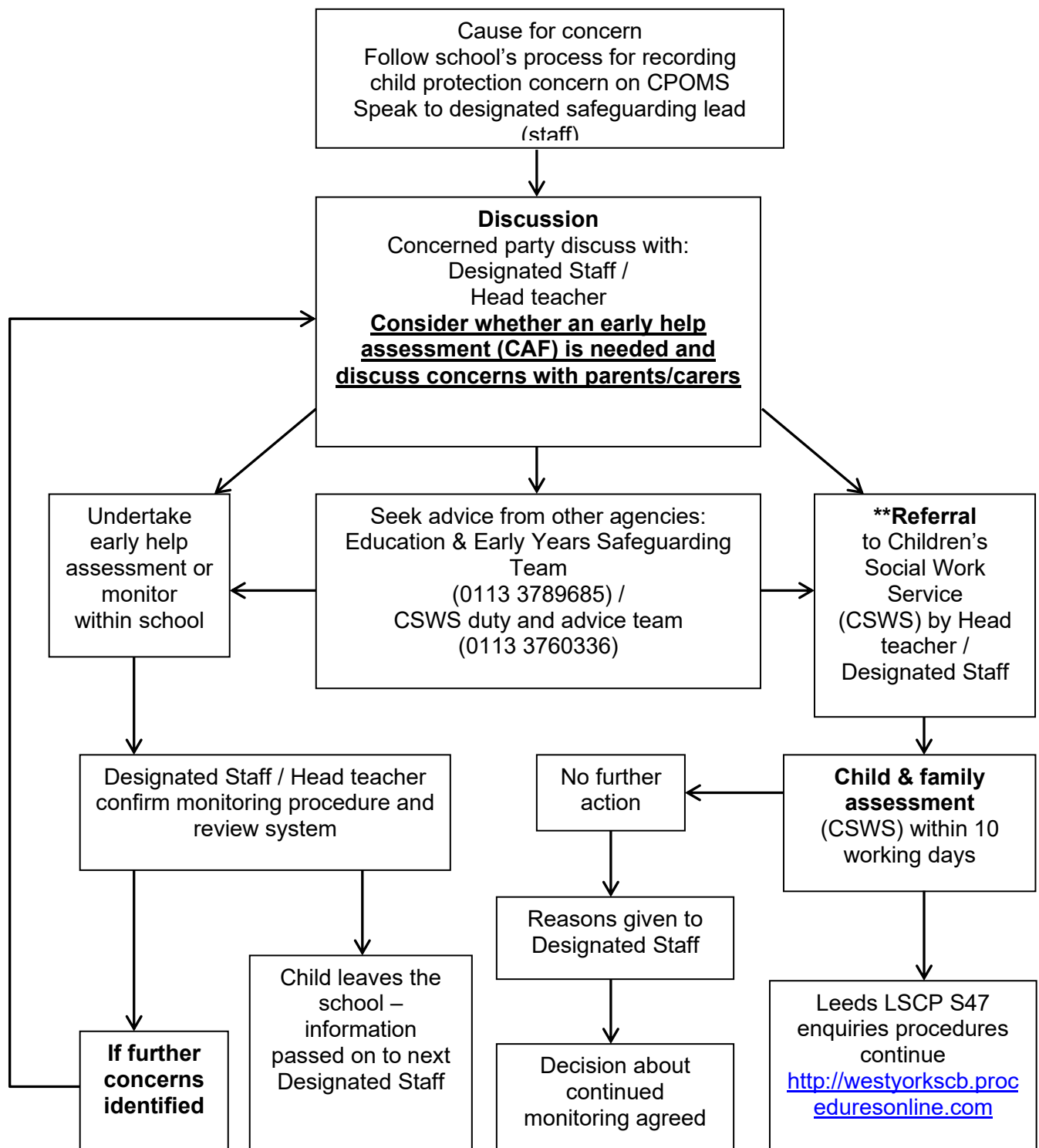
The full responsibilities of the governing board are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The Head Teacher

- 5.5.1 The Head Teacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction

- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2026) are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that safeguarding arrangements include effective systems for recording, reviewing and monitoring concerns, including those relating to online safety, attendance, exploitation and child-on-child abuse
- Ensuring that they complete appropriate training for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff, supply staff or volunteer, where appropriate.
- Recording and responding to low level concerns
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

Fig 1: Summary of in-school procedures to follow where there are concerns about a child



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: [http://www.leedslscb.org.uk/Practitioners/Local-protocols/Concerns Resolution](http://www.leedslscb.org.uk/Practitioners/Local-protocols/Concerns%20Resolution).

6. Confidentiality and Information Sharing

- 6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 6.2 Woodhouse Grove School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead. Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.
- 6.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 11), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section **Error! Reference source not found.**), information sharing (see section 6.4) and working with parents (see section 6.5).
- 6.4 The school's confidentiality policy for sharing reports of pregnancy by pupils is within our Sexual Health Protocol Statement. These procedures must always take into account the organisation's responsibility to safeguard the pupil and promote their welfare.

6.4 Information sharing

- 6.4.1 Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document [Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers DfE 2024](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. Information sharing decisions should be recorded where appropriate, including the rationale for sharing or not sharing information.
- 6.4.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- 6.4.3 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR. Data protection legislation is not a barrier to sharing information where there is a lawful basis to do so for safeguarding purposes.
- 6.4.4 In order to promote positive educational outcomes for vulnerable children, including children with social workers information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate. Information shared should be relevant, proportionate and limited to those who need it to support the child's welfare and educational outcomes.
- 6.4.5 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher. Where queries relate specifically to data protection requirements, staff may also seek advice from the Data Protection

Officer (DPO). Safeguarding concerns should always be prioritised and advice should not delay action where a child may be at risk of harm.

6.5 Working with parents and other agencies to protect children

- 6.5.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.
- 6.5.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- 6.5.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their agreement when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of harm to the child.
- 6.5.4 Parents/carers are informed about our Safeguarding & Child Protection policy through: school prospectus, website etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.
- 6.5.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work in partnership with the LA and other key professionals and invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker. The school must consider whether removal from school may present additional safeguarding risks and ensure appropriate information is shared with relevant agencies where required

6.6 Multi-agency work

- 6.6.1 We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- 6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguarding children and promote their welfare.

7 Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being. Children are taught to be able to recognise when they are at risk and know how to get help when they need it.

7.1 The Curriculum/Opportunities to Teach Safeguarding – Preventative Curriculum

- 7.1.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.
- 7.1.2 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum will reflect the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#). Relevant issues identified through the online My Health My School pupil perception survey will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Additional consideration will be given to emerging online risks, including harmful content, online exploitation, artificial intelligence, misinformation and the impact of technology on relationships and wellbeing.
- 7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, form time, English, History, Drama, PSHE, Art and assemblies.
- 7.1.4 The school promotes a culture of respect and inclusion and takes a zero-tolerance approach to sexism, misogyny, misandry, racism, prejudice-based behaviour, faith-based prejudice, derogatory language, harassment, violence and abuse. These behaviours are harm in their own right. Through the curriculum, pupils will be supported to recognise, challenge and report harmful attitudes and behaviours.
- 7.1.5 The school will have regard to the Department for Education guidance relating to mobile phones in schools and will set clear expectations for the safe and appropriate use of mobile devices

7.2 Other areas of work

- 7.2.1 All our policies that address issues of power and potential harm, e.g., Anti-Bullying, Equal Opportunities, Positive Handling, Behaviour, Online Safety will be linked to ensure a whole school approach.
- 7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to. Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults both within and outside school.
- 7.2.3 The school's online safety policy is reflective of the requirements set out in KCSiE (2026) in regards to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to

identify, intervene in, and escalate any incident where appropriate. The school will ensure that online safety education reflects current and emerging technologies and risks, including the use of artificial intelligence and changes in how children communicate and access information online.

8 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- 8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. Our designated staff, will wherever possible, work in pairs. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record. Support plans will be reviewed regularly and, where appropriate, developed in partnership with parents/carers and relevant external agencies to ensure the child's needs and risks are appropriately managed.
- 8.2 For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or has used a weapon, or has threatened the use of a weapon, a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning [Weapons Risk Assessment Management Plan and guiding principles](#). The school will consider the wider circumstances and safeguarding context when responding to these incidents, including potential exploitation, peer influence, vulnerability and links to serious violence.

9 Children with special educational needs, disabilities or health issues

Woodhouse Grove School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse or disproportionately impacted e.g., those with a disability or special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, gangs, so called honour-based abuse, forced marriage, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

- 9.1 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-

agency where other professionals are involved) risk-assessment prior to making the decision to exclude. We would speak to the named social worker for the child. We note advice in the [Suspension and permanent exclusion guidance September 2023](#) (DfE) Section 3. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the Governing Board.

- 9.2 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHE and Form Time. Further support can be obtained from the Health & Wellbeing Service (schoolwellbeing@leeds.gov.uk).
- 9.3 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangement so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school are able to make referrals to a wide range of external services to secure additional appropriate support for students.
- 9.4 Staff should recognise that self-harm, eating disorders, suicidal thoughts, disclosures about ending their own life, or concerns that a child may be planning to take their own life require immediate consideration. Where staff believe a child may be at imminent risk of serious harm, emergency services should be contacted without delay and appropriate medical assistance sought.
- 9.5 The school has a designated Mental Health Lead who works alongside safeguarding staff to promote positive emotional wellbeing, support early identification of concerns and coordinate appropriate support and referrals where required.

10 Children at risk of specific forms of abuse

- 10.1 This school follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures, in circumstances where children are at risk of specific forms of abuse as outlined in Part 1 and Annex A of KCSIE.

11 Remote Learning and Remote Welfare

- 11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022). The school will ensure that online learning arrangements continue to reflect safeguarding expectations, including appropriate staff conduct, online safety, supervision and reporting arrangements.
- 11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include: remote contact, phone contact, door-step visits. Other individualised

contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact have made.

- 11.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12 Female Genital Mutilation: The Mandatory Reporting Duty

- 12.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

- 12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

- 12.3 **Any teacher or qualified school nurse** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

- 12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

- 12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

- 12.6 **Any member of staff** who suspects a pupil is *at risk* of FGM or has concerns that a child may be affected by FGM, or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our [local safeguarding children's partnership procedures](#).

- 12.7 Signs a teacher or school may notice
- A family arranging a long break abroad during the summer holidays.
 - Unexpected, repeated or prolonged absence from school.
 - Academic work suffering.

- 12.8 Indicators FGM may have taken place
A girl or woman who's had female genital mutilation (FGM) may:
- have difficulty walking, standing or sitting
 - spend longer in the bathroom or toilet
 - appear withdrawn, anxious or depressed
 - have unusual behaviour after an absence from school or college
 - be particularly reluctant to undergo normal medical examinations
 - ask for help, but may not be explicit about the problem due to embarrassment or fear.

13 Radicalisation & Terrorism

- 13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see Appendix 8). A Prevent referral can be made using the national referral form [Prevent referral form](#). If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.
- 13.3 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school must recognise that children may be vulnerable to radicalisation through a range of influences, including online environments, peer groups, personal circumstances and wider community factors. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#)
- 13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Woodhouse Grove School will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]). DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the [Prevent Duty Guidance](#)
- 13.5 Woodhouse Grove School has a Preventing Extremism and Radicalisation Policy and a Protocol for Screening Visiting Speakers and Organisations.

14 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15 Child on Child abuse

- 15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways. This can present as serious

physical assault and harm, or the threat of harm with a weapon including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, racism, faith-targeted abuse, prejudiced based incidents, sharing of nudes and semi-nudes, upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or causing the victim humiliation, distress or alarm) and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as banter, just having a laugh, part of growing up or boys being boys as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Our school has a zero-tolerance approach to such attitudes and behaviours, and staff will challenge abusive behaviour between peers. The school recognises that child on child abuse may occur between children of any age or gender and may involve a range of behaviours, including those that occur online.

Pupils know how to report concerns (e.g., to Form tutor, Head of Year, Safeguarding team). All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. We recognise that just because no cases are reported, such abuse may still be happening but may not be being reported.

Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day LA training on understanding and managing harmful sexual behaviour in education settings. The DSL is responsible for providing support to all children involved in incidents of child-on-child sexual abuse. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

We will take steps to minimise the risk of child-on-child abuse by ensuring students recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the school site and school activities to further minimise the risk of child-on-child abuse occurring. Boarding Students are spoken to about this separately due to the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation.

We recognise that abuse can often go unreported or be reported latterly. Children may not always recognise that what they are experiencing is abuse or feel able to disclose concerns immediately. We will encourage and support students to report child-on-child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Responses will consider the safeguarding needs of all children involved, including those who may have caused harm, those affected by the behaviour and any wider risks or vulnerabilities. This includes any incidents involving boarding students.

- 15.2 Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however, it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ Children and young people and those who are from different communities.

- 15.3 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. The school recognises that sexual harassment and sexual violence exist on a continuum and may be part of a wider pattern of behaviour. All reports will be considered within the context of the child's circumstances and wider safeguarding information. We recognise that sexual violence and harassment can occur online and face to face (both physical and verbal) and is never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM checklist and contact made with Children's Social Work Service if appropriate (See Appendix 6) and follow the principles set out in Part 5 of KCSiE.
- 15.4 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. The school recognises that children who display harmful sexual behaviours may also have experienced vulnerability, abuse or exploitation and will ensure appropriate support and intervention is considered. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). From a best practice perspective, the RAMP should be independently chaired. The DSL and other key staff are trained to use AIM Checklists and/or undertaking a RAMP but further information/advice can be obtained from the Education Safeguarding Team
- 15.5 We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.
- 15.6 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.
- 15.7 Children, both victim and perpetrator, and any other children affected, will be supported in the most appropriate way e.g., restorative practice, peer support.
- 15.8 The school has put in place safeguards to reduce the likelihood of child-on-child allegations. An ethos of respect, friendship, courtesy and kindness with clear behaviour policies which set out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, and raising staff awareness, however we recognise despite this we need to be alert to child-on-child abuse.

15.9 Child Exploitation

- 15.9.1 Where child exploitation (i.e.; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners should complete a complete a CPOMS referral or if you cannot access use Cause for Concern Form and alert the designated member of staff for child protection. Staff should recognise that exploitation may occur through face-to-face or online contact and may involve individuals or groups outside the child's family.
- 15.9.2 Staff should be aware that exploitation may include financial exploitation, where children may be coerced or manipulated into holding, moving or transferring money using bank accounts or facilitating financial crime on behalf of others.
- 15.9.3 The DSL should complete the child exploitation risk identification tool for partners (see Appendix 6) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 15.9.4 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.
- 15.9.5 A copy of the child exploitation risk identification tool for partners can be obtained from the LSCP Website. [LSCP child exploitation practice guidance](#)
- 15.9.6 We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested. Where appropriate, the child's wishes and feelings will be considered when planning support and interventions.

16 Sharing nudes and semi-nudes

- 16.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. Staff should recognise that such incidents may involve safeguarding concerns including coercion, exploitation, bullying, sexual harassment or abuse The DSL will refer to DfE guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)
- 16.2 They must **not**:
- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
 - Delete the imagery or ask the pupil to delete it
 - Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
 - Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

Advice for pupils is available at:

<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>

Advice for parents is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

DSL Responsibilities

16.3 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required, to decide on the best response.
- Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment. This should include consideration of age, SEND, vulnerability, power imbalance, coercion, exploitation, mental health and whether the incident forms part of a wider pattern of behaviour.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is, or appears to be under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

17 Online Safety

17.1 The School will ensure that:

- Appropriate filters and monitoring systems are in place to keep children safe from potentially harmful and inappropriate material online. The school's internet traffic is filtered using Sonicwall Web Filter and monitored using Securus. Such systems aim to reduce the risk of children being exposed to illegal or inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help to manage online behaviour that can increase a child's likelihood of, or causes, harm;
- Staff are trained to understand the limitations of filtering & monitoring systems and understand their individual responsibility to ensure children are safe when using technology
- Children are taught about safeguarding, including online harms;
- Children are taught that abuse can take place online or technology may be used to facilitate offline abuse.
- Staff are equipped with the knowledge to safeguard children online by attending online safety training. The School's ICT Acceptable Use Policy also sets out the School's approach to online safety.
- Children must read and sign the Pupil IT User Guide prior to gaining access to the network
- Students are encouraged to connect their own devices to the school WIFI.
- Students must abide by the Mobile Phone Protocol in order that the school can manage the access to 3G/4G/5G data as some pupils may abuse to sexually harass their peers, share indecent images consensually and non-consensually and view and share pornography and other harmful content.

18 Private Fostering

- 18.1 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- 18.2 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents (if married to the partner or in a civil partnership); it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 18.3 In terms of the Boarding Community, it is important to note that;
- If a child is to remain with their education guardian for 28 days or more (e.g. during the summer holiday) this is private fostering arrangement, and the LA must be informed***
- If a child is intending to remain in a residential/boarding setting outside of term time for more than 14 days, this becomes a Private Fostering arrangement, and the LA must be informed.***
- 18.4 People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child's family or be someone who is willing to care for a child of a family they do not know. It is not a private fostering arrangement

if the placement was made by a social worker who has intervened on behalf of the local authority.

Examples include:

- Children (sometimes very young) where a parent is unable to care for them because of chronic ill health or where there are alcohol, drug or mental health issues. Sometimes the parent may be in prison
- Adolescents temporarily estranged from their parents;
- Children in service families where parents are posted overseas;
- Children from overseas where parents are not resident in this country;
- Children from abroad who attend a language school or mainstream school in England, staying with host families.

- 18.5 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- 18.6 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- 18.7 Staff should notify the Designated Safeguarding Lead or his deputies when they become aware of private fostering arrangements. The Designated Safeguarding Lead or one of the deputies will speak to the family of the child involved to check that they are aware of their duty to inform the Local Authority. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

19 Boarding Students

19.1 Woodhouse Grove School has additional factors to consider with regard to safeguarding due to having boarding students. With this in mind:

- Boarding Students will be made aware of the school's policy on sexual relationships between children (and importance of boarders understanding this policy). This will be explained to all boarders in a meeting held at the start of each year by the DSL.
- Our approach to child-on-child abuse, will reflect the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. The rules about areas they can and can't go will be explained to boarders in the same meeting and consequences of this. Along with outline of child-on-child abuse and consequences of this.
- Our Boarding Houses will have clear guidance regarding how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems. There is a policy/guideline in place from an online safety perspective for boarders i.e. collect phones, on school Wi-Fi with filters etc.

20 Children who are absent or missing from education

20.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education **we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.**

20.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, radicalisation, mental health concerns and involvement in county lines activity. Staff should be alert to the fact that repeated absence or patterns of absence may be an indicator of safeguarding need and should consider whether children face additional risks or barriers to seeking help, including due to age, developmental stage, SEND, health needs, communication needs or other vulnerabilities. ([see Appendix 9](#)).

20.3 School recognises that children who are absent from education may not be visible to professionals and that repeated repeated, persistent or unexplained absence may be an indicator of safeguarding need and may increase a child's vulnerability to harm. Any concerns regarding attendance that may indicate a safeguarding risk will be considered through a safeguarding lens and, where appropriate, discussed with the Designated Safeguarding Lead and relevant partner agencies.

20.4 The DfE statutory guidance on school attendance [Working together to improve school attendance](#) will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

20.5 Staff should be aware that some children may be at greater risk of harm and may face additional barriers to attendance, engagement and disclosure. This may include, but is not limited to, children with SEND, children with a social worker, young carers, children experiencing mental health difficulties, children living in challenging family circumstances and those experiencing multiple vulnerabilities. Such factors should be considered when assessing the significance of absence and determining the appropriate response.

21 A Safer School Culture

The school will ensure that all staff understand that safeguarding is everyone's responsibility and that all staff have a responsibility to maintain an attitude of "it could happen here" when considering safeguarding concerns. Staff should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously and addressed appropriately. The school promotes an open and transparent safeguarding culture in which all concerns about adults working in or on behalf of the school, including low-level concerns, can be raised, recorded, shared and addressed appropriately. All staff should understand the difference between a concern that meets the harm threshold and a low-level concern and know how to report both.

The governing board will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction in order

for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices/Code of Conduct/Social Media Policy
- Safeguarding and Child Protection policy (including online safety).
- Low-Level Concerns Policy
- Managing Allegations Against Staff Policy/Procedure
- School behaviour policy
- Attendance & Children Missing Education Procedures
- The names, roles and responsibilities of the designated safeguarding lead and any deputies

Members of the school staff are expected to follow the guidance of the Staff Code of Conduct at all times.

22 Safer Recruitment, selection and pre-employment vetting

- 22.1 Woodhouse Grove School pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE and in line with MIST Safer Recruitment Procedures
- 22.2 The school will maintain a Single Central Record in accordance with Part 3 of KCSiE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements.
- 22.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (See Appendix 5)
- 22.4 Woodhouse Grove School will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.
- 22.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they are unsuitable to teach where possible.
- 22.6 Written risk assessments will be undertaken whenever safeguarding circumstances require this, including where information is disclosed on a DBS certificate, where checks are delayed, where individuals commence work pending receipt of required checks where legally permissible, or where alternative safeguarding arrangements are required. Risk assessments will be proportionate, recorded and reviewed as appropriate. Advice and support for carrying out risk

assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

- 22.7 Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. School including EYFS, ensures that these volunteers have an enhanced DBS check that includes children's barred list information.
- 22.8 The school will undertake a written risk assessment for volunteers where required to determine the appropriate level of supervision and vetting checks, taking account of whether the volunteer is engaged in regulated activity.
- 22.9 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.
- 22.10 Copies of documents used to verify the successful candidate's identity (including birth/adoption certificate where available), right to work and required qualifications should be kept in their personnel file

23 Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

- 23.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff & trainee teachers), governor, visiting professional or volunteer has:
- a) behaved in a way that has harmed a child or may have harmed a child
 - b) possibly committed a criminal offence against or related to a child
 - c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
 - d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. *(This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)*
- 23.2 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff or person in school could include:
- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
 - Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
 - Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

All adults working in school have duty to disclose to the head teacher/principal (or chair of governors where appropriate) where their relationships and associations both within

and outside of the workplace (including online) may have implications for safeguarding children in school.

Staff have a duty to abide by the Staff Code of Conduct.

23.3 A safeguarding complaint that meets the above criteria about a member of staff, the DSL, supply staff or volunteers must be reported to the Head teacher (“case manager”) immediately.

23.4 If the complaint involves the Headteacher then the Chair of Governors (“case manager”) and CEO of MIST should be contacted without informing the head teacher. Additionally, where there may be a conflict of interest in reporting the matter to the head teacher then the LADO should be contacted directly.

23.5 Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 23.6-23.8 by a designated manager with appropriate safeguarding training. Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Head teachers may decide to retain this role in the event that they have appropriate safeguarding training.

23.6 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- *Being over friendly with children*
- *Having favourites*
- *Taking photographs of children in a way that contravenes school policy*
- *Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or*
- *Humiliating Pupils*

Staff should be aware of the Woodhouse Grove School Low-level Concerns Policy – See Appendix 14

23.7 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

23.8 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, including any actions taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where

repeated behaviours indicate an individual may not be suitable to work with children.

- 23.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 11) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with the HR manager or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 23.10 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.
- 23.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.
- 23.12 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 23.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy. Suspension should be considered only where there is no reasonable alternative and after careful consideration of the facts and circumstances of the case.
- 23.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS and Teaching Regulation Agency (TRA) for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS and TRA. The school will keep written records of all of the above. Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.
- 23.15 Woodhouse Grove may receive an allegation relating to an incident that has happened when an individual or organisation is using our school premises for the purposes of running activities for children (*e.g., Community groups, sports associations or service providers that run extra-curricular activities*). As with any

safeguarding allegation, Woodhouse Grove will follow our safeguarding policy and procedures, including informing the LADO

- **LADO Contacts: Claire Ford or Jo Peake Tel: 0113 3789687**
- **Advice can also be sought from Louise Cornwell or Angela Marshall – Team Managers Education Safeguarding Team 0113 3789475**

23.16 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them, including the WGS Whistleblowing Policy and the MIST Whistleblowing Policy

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

23.17 Allegations against a student or students

If the allegation is about a student or group of students abusing another student, a referral will be made by the Designated Safeguarding Lead to CSWS after consultation with Leeds Safeguarding Education if appropriate.

If the allegation is about a student or group of students abusing another student, whether in the day setting or in boarding a referral will be made by the Designated Safeguarding Lead to CSWS after consultation with Leeds Safeguarding Education if appropriate, in line with normal procedures. The DSL will work in collaboration with the most appropriate member of the pastoral team (Head of Year/Boarding Houseparent) to support the students involved.

A pupil may be suspended during any investigation in line with behaviour, discipline and sanctions policies and any incident of bullying which is suspected to be causing a student to suffer or be likely to suffer harm may be treated as a child protection concern (see Anti-Bullying Policy).

Should police interview seem likely because of the nature of any allegation, the School will ensure, subject to advice from CSWS, that parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

23.18 Allegations against a member of the Boarding staff

If the complaint concerns a member of staff resident in the boarding setting, the Headmaster and the Designated Safeguarding Lead, in consultation with the Head of Boarding, will conduct a risk assessment about the safety of boarders and will act to ensure that safety. If required, the member of staff will be moved off campus and normal procedures for such complaint will be followed.

24 Training and Support

- 24.1 All staff members should be aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction and updates at least annually. This includes: the school's/college's safeguarding/child protection policy (including the roles and identity of the DSL & Deputies), the staff code of conduct, the school's whistle blowing procedures, online safety including ICT AUP, KCSIE Part 1 and Annex B (leaders and those who work directly with children) or Annex A (role dependent), Behaviour Policy (include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) and Safeguarding response to children who go missing from education (CME).
- 24.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from any member of the Safeguarding team (see page 3 for details). Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: 0113 3789685).
- 24.3 Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course and multi-agency Working together to safeguard children training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent [WRAP]) every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The school recognises the importance of providing designated safeguarding staff with sufficient time, funding, training, resources and support to undertake their safeguarding responsibilities effectively.
- 24.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training (including online safety) refresher training at least every three years. All staff should have regular safeguarding, child protection and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff should access PREVENT training at least every three years. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children at risk. Training can be accessed via the Prevent Team – prevent@leeds.gov.uk
- 24.5 The Head teacher will attend appropriate safeguarding training at least every three years.
- 24.6 Governors and trustees, including the safeguarding governor, will receive appropriate safeguarding and child protection training at induction. This training should equip them with the knowledge to provide strategic challenge and assurance regarding safeguarding arrangements and should be regularly updated.
- 24.7 School Prefects receive Child Protection training as part of their induction into the role.

24.8 The school will ensure that appropriate safer recruitment training is undertaken by relevant staff and governors involved in recruitment processes. At least one person on any appointment panel will have completed safer recruitment training in line with KCSIE requirements.

24.9 Any training accessed by staff, including EYFS designated safeguarding leads, working in the early years foundation stage must be in line with the criteria set out in Annex C of the [Early Years Foundation Stage Statutory Framework for group and school based providers 2025](#)

25 Child Protection Records

25.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the pupil concerned.

25.2 Where a pupil leaves their existing provision, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

25.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e., self-

harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme. Particular consideration should be given to children who may be at greater risk of harm, including those with SEND, children with a social worker, children subject to safeguarding plans and those with complex vulnerabilities, to ensure continuity of safeguarding support during transition.

25.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records. The exception to this rule will be in any of the following instances:

The original child protection file will be retained by the school/college where:

- the destination school, college or educational establishment is not known;
- the child does not take up the expected placement;
- there are ongoing legal proceedings, investigations or other exceptional circumstances that require retention of the original file;
- the child is no longer registered at a school or educational establishment, including where a child becomes electively home educated, pending advice regarding the appropriate transfer or retention of records.

In all cases where records are retained, they will continue to be stored securely and managed in accordance with data protection legislation and the school's records retention arrangements.

- For young people moving to a Further Education establishment, consideration will be given to the young person's wishes and feelings regarding the sharing of information. However, where safeguarding information is necessary to safeguard or promote the welfare of the young person, relevant information will be shared with the receiving establishment. The FE Safeguarding Information Sharing Form should be used in accordance with local procedures where appropriate.
- The original child protection file should normally transfer to the receiving educational establishment. A copy of the safeguarding chronology and transfer record may be retained by the school for audit purposes in accordance with the school's retention schedule.

25.5 Pupil records should be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer must be retained for audit purposes.

25.6 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover between designated staff, or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer must be obtained for audit purposes by the delivering school.

- 25.7 If sending by post, children records should be sent “Special Delivery”. A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- 25.8 For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- 25.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the ‘The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 25.10 If a parent chooses to electively home educate (EHE) their child, WGS will contact the EHE team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.
- 25.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 25.12 In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- 25.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material (except where the file includes data that should not have been transferred and the school has no lawful processing condition to retain it (GDPR UK / DPA 2018).
- 25.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

25.14 Archiving

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. Records relating to cases of child sexual abuse must be retained for 100 years, in line with DfE record retention guidance. If no referral has been made to CSWS, the child protection record should be retained until the end of the academic year of the pupil’s 25th birthday, after which point the file will be destroyed confidentially or deleted from our electronic system. The decision of how and where to store child protection files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

25.15 Children's and parents' access to child protection files

25.15.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

25.15.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

25.15.3 If an application is made to see the record, advice must be sought from your data protection lead. Information can also be sought from the Leeds Adults, Health and Children's Information Governance Hub.
Contact email: IMG.AC@leeds.gov.uk Telephone: 0113 3784251.
Woodhouse Grove School may also consult their solicitors.

25.15.4 The establishment's report to the child protection conference will be shared with the child, if old enough, and parent at least two days before the conference.

25.16 Safe Destruction of the pupil record

Where records have been identified for destruction, they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

26. Safeguarding responsibilities for pupils in transition

26.1 Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance

management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in section 25 of this policy – Child Protection Records

26.2 Where a young person moves from a school to a post-16 or Further Education provision, the DSL will ensure that relevant safeguarding information is shared securely and in a timely manner with the receiving establishment in order to support the young person's safety and wellbeing. Consideration will be given to the young person's wishes and feelings regarding the sharing of information; however, where safeguarding information is necessary to protect the young person or enable appropriate support to be provided, relevant information will be shared in accordance with safeguarding and data protection legislation.

The FE Safeguarding Information Sharing Form (Appendix 10) should be used in accordance with local procedures to support the transfer process. The DSL should ensure that the receiving provider has sufficient information to understand any current safeguarding concerns, risks, protective factors and support arrangements.

Where safeguarding records are transferred to a receiving educational establishment, this will take place in accordance with Section 25 of this policy. Where there is no receiving educational establishment, safeguarding records will be retained and archived in accordance with Section 25 of this policy.

Where the school and post 16 provider both use CPOMS, on receipt of the FE Safeguarding Sharing information Form, the post 16 provider, where further information would be helpful to facilitate support and transition, will request a transfer of the CPOMS record via CPOMS

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2026). See also KCSiE Part one.

Abuse: Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- Provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning

- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity involving a child under 16 is an offence, regardless of whether they agreed to that activity.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. . It may include verbal abuse such as persistent criticism, belittling or name calling. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Child Sexual Exploitation (CSE):

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity **(a)** in exchange for something the victim needs or wants, and/or **(b)** for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional wellbeing;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

Child Criminal Exploitation (CCE) & County Lines

CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity **(a)** in exchange for something the victim needs or wants, and/or **(b)** for the financial advantage or other advantage of the perpetrator or facilitator, and/or **(c)** through violence or the threat of violence. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of 18 transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with Special Educational Needs and disabilities

When working with children with disabilities, practitioners need to be aware that they may not understand what is happening to them is abuse, they may receive intimate care or they may be isolated from others. Additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.
<https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Multi-agency-Bruising-Protocol-for-Children-Not-Independently-Mobile-V4.pdf>
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Contextual Safeguarding/Extra-Familial Harms

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Appendix 2 Taking Action/Responding to children who report abuse

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.

It may not always be appropriate to go through all four stages sequentially. If a child is in immediate danger or is at risk of harm, you should refer to children's social care and/or the police. Before doing so, you should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation. You should record, in writing, all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions.

Being alert to signs of abuse and neglect.

The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

Questioning behaviours

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place. You might refer directly to children's social care and/or the police (If so, please discuss this with the DSL at the first opportunity) or discuss your concerns with others and ask for help. At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child. You should write down details of the conversation as soon as possible and add this detail on CPOMS or if you cannot access CPOMS on a Cause for Concern Form and pass directly to the DSL.

Asking for help.

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help.

You should discuss your concerns with the school's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care. For early years practitioners, the Early Years Foundation Stage sets out that providers should ensure that they have a practitioner who is designated to take a lead responsibility for safeguarding children who should liaise with local statutory children's services agencies.

You can also seek advice at any time from the NSPCC helpline – help@nspcc.org.uk or 0808 800 5000. Next steps might involve undertaking an early help assessment or making a referral directly to children's social care/the police. If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager or designated safeguarding lead, it is your responsibility to take action.

Referring to children's social care.

If, at any time, you believe that a child is in need or at risk, you should refer immediately to local authority children's social care. **This referral can be made by any practitioner.** If you see further signs of potential abuse and neglect, report and refer again. (If you do decide to make a direct referral, please discuss this with the DSL at the first opportunity)

When referring a child to children's social care, you should consider and include any information you have on the child's development needs and their parents'/carers' ability to respond to these needs within the context of their wider family and environment. Parental consent is not required for referrals to statutory agencies.

When a child tells me about abuse s/he has suffered, what must I remember?

It is very important to reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but try not to ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make any videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and to respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 15).

Staff should record concerns on CPOMS. If you cannot access CPOMS then use a Cause for Concern Form and pass directly to the DSL.

Appendix 3 Cause for Concern Form

Page 1 of 2

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts.
After completing the form, pass it immediately to the Designated Teacher.

Name of child..... Class / Tutor group.....

Name of staff member completing form.....

Day..... Date..... Time..... Place.....
(of observed behaviour / discussion / report of abuse)

Nature of incident / concern including relevant background (Record child's word verbatim and any wishes and feelings expressed)

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time _____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		
Contact parents Please tick Telephone Call ____ Meeting: ____ Email : ____		
Refer as appropriate (i.e. CSWS, cluster, family support etc.)		
Other (Please specify)		

Woodhouse Grove School Safeguarding Contacts	Other Information	WOODHOUSE GROVE SCHOOL Safeguarding – It is everybody's responsibility!
<u>Designated Safeguarding Lead (DSL)</u> Mr Anthony Cadman cadman.am@woodhousegrove.co.uk <u>Headmaster</u>—Mr J.A. Lockwood <u>Chair of Governors</u>—Mr A. Wintersgill <u>Designated Safeguarding Staff</u> Mrs Rebecca Vernon Vernon.re@woodhousegrove.co.uk Mrs E Nutty Nutty.e@woodhousegrove.co.uk Mr C Softley Softley.c@woodhousegrove.co.uk Mrs Cate Blake Blake.c@woodhousegrove.co.uk Mr Adam Ridley Ridley.a@woodhousegrove.co.uk <u>Broome House</u> <u>Headteacher—Mrs S Chatterton</u> Mrs Fiona Pearson Pearson.f@bronte-house.co.uk Mrs Helen Simpson Simpson.H@bronte-house.co.uk Miss S Hargreaves (EYF5) Hargreaves.s@bronte-house.co.uk Miss L Broscombe Broscombe.l@bronte-house.co.uk Miss D Riley Riley.D@bronte-house.co.uk <u>Safeguarding Governor</u> Mr M Pearman	<u>Fire & Emergency</u> In the event of the fire alarm sounding or emergencies please evacuate the building by the nearest fire exit and proceed to the assembly point in the school yard at the rear of the school. <u>First Aid</u> If you require First Aid treatment please contact a member of staff who will assist you with this. Medical Centre phone extension—238. <u>Accidents and Incidents</u> Please report these to your host or reception. <u>Parking & Disabled Parking</u> Parking is available at the front of the Sports Centre. <u>Toilets</u> Visitors' toilets are located in the sports centre, next to the staff room and on the Headmaster's corridor. Please do not use the student facilities. WOODHOUSE GROVE SCHOOL <u>Apperley Bridge</u> <u>Bradford</u> <u>West Yorkshire</u> <u>BD10 0NR.</u> Phone: 0113 2502477 E-mail: enquires@woodhousegrove.co.uk 	 WOODHOUSE GROVE SCHOOL Visitor and Safeguarding Information. Welcome to Woodhouse Grove School. We are committed to safeguarding and promoting the welfare of children & young people and require all staff, volunteers and visitors to share this commitment. <u>Please Switch your Mobile Phone to Silent.</u> <u>Please do not take calls in the presence of pupils.</u> <u>Please do not take photos while on school site</u>



Safeguarding—It is everyone’s responsibility

“It could happen here”

Introduction

This leaflet is designed to be kept with you during your hours in school.

This leaflet has been given to you to help and ensure you understand what is expected of you.

Woodhouse Grove School has a Safeguarding & Child Protection Policy and a copy is available on the school website: www.woodhousegrove.co.uk

Visitors

All visitors will sign in at reception and wear a visitor’s badge at all times.

Please sign out and hand your badge in upon departure.

If you become concerned about:

- Comments made by a child
- Marks or bruising on a child
- A child’s behaviour or demeanour
- The behaviour of an adult

Please report these concerns to a member of staff or reception who will pass this information on to the school’s Designated Safeguarding Lead (DSL). You can contact the school’s DSL directly using the contact details within this leaflet.

How do I handle a child that reports they are being harmed?

Although the likelihood of a child disclosing to a visitor is small, it is important to know what to do in such an eventuality as children rarely lie about such matters.

- Stay calm. Do not transmit shock, anger or embarrassment.
- Reassure the child but do not make promises that might not be possible to keep.
- Tell the child who you will have to tell (DSL) and why—so they can get help.
- Do not interrogate or ask leading questions.
- Listen and remember.
- Praise the child for telling you.
- Do not make comments about the alleged perpetrator.
- As soon as possible record all the details of the conversation using the child’s own language. Do not add opinions.

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to **Children’s Social Work Service** without delay, by the Head Teacher / Designated Safeguarding Lead/Staff .

Keeping everyone safe

- Maintain a professional approach wherever and whenever you have contact with pupils.
- Unprofessional contact with pupils (e.g. through social media) may leave you vulnerable to an allegation of abuse.
- Avoid, as far as possible, being alone and isolated with a pupil.
- You should only work with a student on a one to one basis if appropriate safeguarding checks have been carried out such as enhanced DBS checks.
- If you are working with a pupil on their own, always ensure that the door is left open, or that you are visible to others.



Appendix 5 Recruitment and Selection Checklist

Added to Online Training ☐

RECRUITMENT AND APPOINTMENT CHECKLIST

Name: _____ Job Title: _____
School: _____

Start Date: _____ Teacher No: _____ Date of Birth: _____

ACTION		TICK AND DATE	SIGNATURE
Self-Disclosure Form		Online Check complete	
Two references requested			
Two written references received		1. 2.	
Reference Authenticity		1. 2.	
Right to Work (Passport) & Identity Check			
Birth / adoption certificate seen (verification of name changes)			
Qualification Check (where relevant)			
Interview Record / Employment History Check (including gaps) Check activity during Covid-19.			
Barred List Check			
DBS Check for Regulated Activity Date sent online application email: Date HR submitted online:		Date HR viewed Online: Cert No: Issue Date: Date seen hard copy certificate: Signed to agree to join Update Service:	
DBS Update Service		Date Checked:	
Overseas Check		For Overseas check only: Letter of professional standing from regulating authority	
TRA (previously NCTL) Prohibition from Teaching (Teaching Staff or former Teaching staff only)	QTS Check		
Prohibition on Participation in Management (S128) (for mgmt role, or previously in mgmt role)			
Staff Disqualification Declaration (Under 8's only)			
Offer Letter		Date Sent:	Date Received:

Personnel Forms incl Health Form, Employee Form	Date Sent:	Date Received:	
Policies (KCSIE and Policy Acceptance Sheet)	Date Sent:	Date Received:	
Contract of Employment	Date Sent:	Date Received:	
Staff Handbook (Teachers online, Support Staff – Docusign)			
Email request for Safeguarding training	Date Sent to DSL:		
Risk Assessment			
Statutory Induction for Teachers			

ADDED TO SCR (iSAMS)		PHOTO TAKEN		ADDED TO ONLINE TRAINING	
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Pre-employment Checks Complete: File signed off by:

Date:

Pre Interview Checklist

Post _____

Name _____

Date _____

Pre Interview checklist	Initials	Date
Pre-interview:		
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared by at least two people		
Criminal/Suitability Self-Disclosure – sent to candidate and returned prior to interview		

Online search - panel informed of any publicly available information that may affect suitability to work with children so that it can be discussed with candidate at interview		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; including reason for leaving; include statement about liability for accuracy		
References – on receipt Must be from a person with relevant authority – if a school must be provided or confirmed by the Head. Contact made with provider of reference to confirm authenticity. Content checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) (Digital references must be followed up to ensure the source is legitimate)		
Invitation to interview - Includes all relevant information and instructions and the self-disclosure form.		
Interview arrangements - At least two interviewers; both of whom were involved in the short listing; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Interview - Explores applicants' motives for applying, suitability for work with children as well as for the post		
Criminal self-disclosure – Completed self-disclosure is seen by the member of the panel who is safer recruitment trained & any relevant information discussed with candidate at interview. Any concerns to be highlighted to HR and HR to will then discuss with candidate at interview.		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		

Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher([2](#)) or other person nominated by the head teacher to provide such direction and supervision.

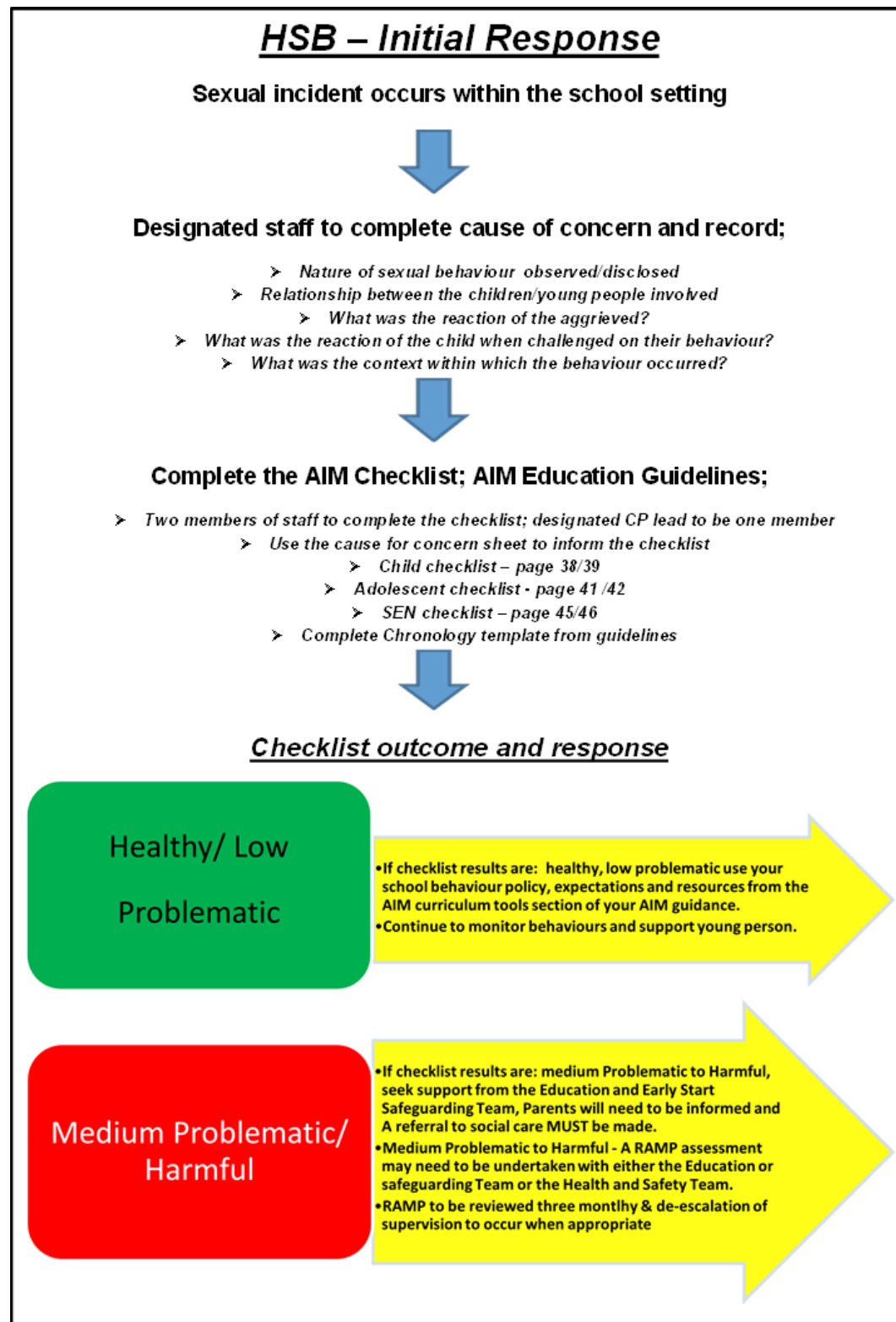
Appendix 6 Child Exploitation Response Checklist

Please follow the link below to access
[Child Exploitation Risk Identification Tool](#)

For a copy of the Risk Identification Tool please contact the [LSCP Business Unit](#).

Appendix 7 Harmful Sexual Behaviour Response Checklist

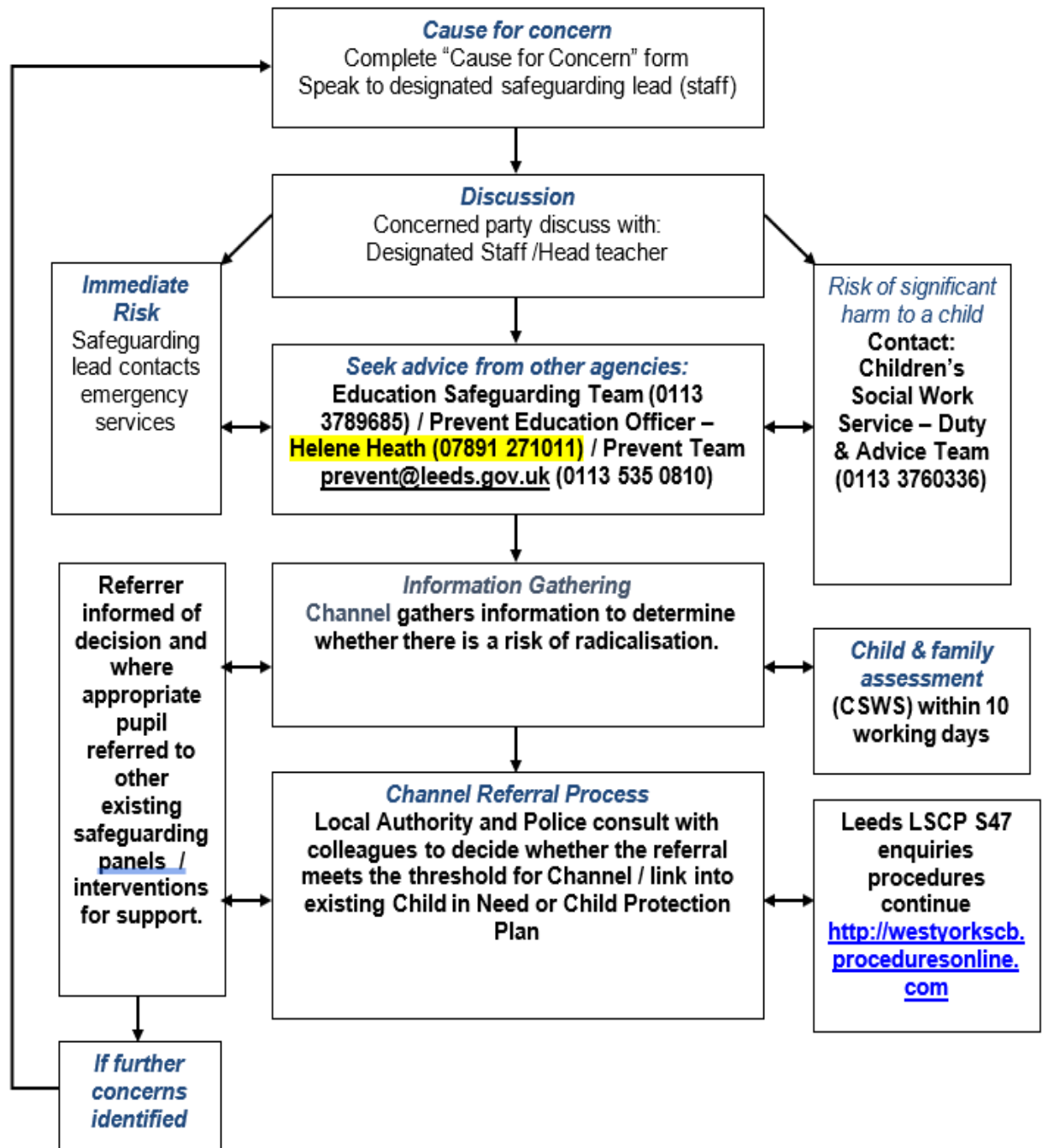
Further information and relevant guidance documents referred to, are available electronically from Leeds Education Hub – Safeguarding Page and directly upon request from education.training@leeds.gov.uk.



Appendix 8 Radicalisation Response Checklist

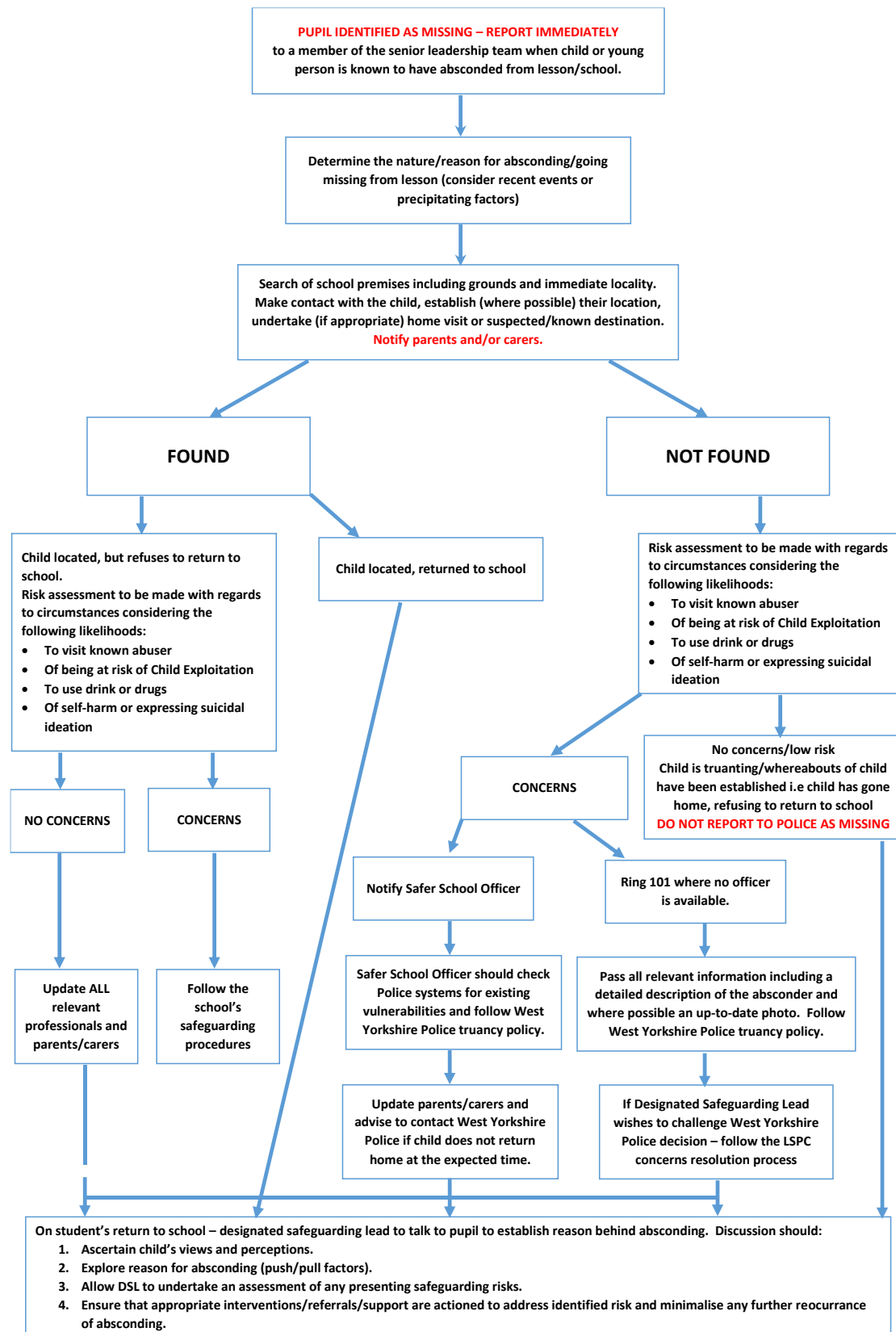
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff

Further information and relevant guidance documents are available from the Prevent Team or directly upon request from education.training@leeds.gov.uk



Appendix 9 Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day - UPDATED



Appendix 10

FE Safeguarding Information Sharing Form

Name			
Date of Birth	Unique Learner Number _____		
Gender Identity	Male ☐	Female ☐	Transgender ☐
	Non-Binary ☐	Genderqueer ☐	Gender-fluid ☐

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	☐	Sexual Abuse	☐	Emotional Abuse	☐
Neglect	☐	Mental ill Health	☐	Suicidal intent	☐
Self-Harm	☐	Forced Marriage	☐	Risk to others	☐
Prevent	☐	CSE	☐	Faith Abuse	☐
Financial Abuse	☐	Domestic Violence	☐	Female Genital Mutilation	☐
Fabricated/Induced Illness	☐	Gangs and Youth Violence	☐	Harmful Sexual Behaviour	☐
Institutional abuse	☐	Missing from home	☐	Sexting	☐
Trafficking	☐	Missing in education	☐	Substance abuse	☐
*Child Looked After	☐				
Other (Please State):					

Are there any current or relevant historical safeguarding concerns?		
Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e., children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required. Please ensure that CPOMS safeguarding records are transferred within 5 days of confirmation that the student is on role.		
Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?

Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan *Please give further details about the support they are currently receiving.*

--

What areas of support would you recommend the student will need at College?

Additional Learning Support	☐	Life Skills	☐	Family support	☐	Substance Misuse	☐
Risk of offending or re-offending	☐	Financial <i>*CLA are entitled to bursaries and discretionary funding.</i>	☐	Health Advice	☐	Emotional Wellbeing	☐
Basic Skills	☐	Housing	☐	Counselling	☐	Other, please state below	☐
Risk Management Plan	☐	<i>(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)</i>					

Please can you provide further information concerning any recommendations for support?

--

Please can you provide your details below:

Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

I Insert Name give consent for the above information to be shared with Insert name of provider

Date	
Signature of student	

If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this pupil, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

Please return this form to the relevant contact listed below:

	Leeds College of Building
Name of contact	Charlotte Duffy
Job Title	Safeguarding Officer
Name of organisation / service	Leeds College of Building, HR Unit, North Street, Leeds, LS2 7QT
Email address	cduffy@lcb.ac.uk
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424

	Notre Dame Catholic 6th Form College
Name of Contact	Sarah Dumont
Job Title	Deputy Principal
Name of organisation / service	Notre Dame College– St Mark’s Ave, Leeds LS2 9BL
Email address	s.dumont@notredamecoll.ac.uk
Contact telephone number	0113 2946644

	Leeds City College
Name of Contact	Rebecca Riley
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	Rebecca.riley@luminare.ac.uk
Contact telephone number	Tel: 0113 2162055/ 07554 222339

	Leeds Arts University
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds Arts University
Email address	katrina.welsh@leeds-art.ac.uk
Contact telephone number	0113 202 8000

	Elliott Hudson College
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	rosiequashie@elliottthudsoncollege.ac.uk
Contact telephone number	0113 3239777



Children's Services
Integrated Safeguarding Unit
Notification to Local Authority Designated Officer
(Managing Allegations)

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

This form has been designed to help all agencies working with children record and refer information when it has been alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates she or he may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

N.B. PLEASE PROVIDE AND ENSURE ALL OF THE BELOW INFORMATION IS RECORDED ON THIS DOCUMENT INCLUDING YOUR NAME/ PHONE NUMBER & EMAIL AND SEND TO LADO@leeds.gov.uk WITHIN ONE WORKING DAY.
N.B. THIS INFORMATION MAY BE SHARED WITH PARTNER AGENCIES.

Date of Notification:	Click here to enter a date.
Date of Alleged Incident:	Click here to enter a date.
Name of Referrer:	
Agency:	
Contact Details & Email:	

Professional/s Named in the Allegation:

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:
		Select A-H. Select N-R. Select S-Y.		

Home Address:

Child/ren's Details (if applicable):

Name:	D.O.B:	Legal Status i.e. Looked after child (S.31, S.20,LASPO)	Social Worker or Case Worker:	Independent Reviewing Officer:

Address:

Summary of Allegation

Notification Summary: *(to include name of referrer, date, time, detail of allegation and professional (s) involved)*

Category of Alleged Abuse

Primary Category of Alleged Abuse:
Choose an item.

Secondary Category of Alleged Abuse:
Choose an item.

Child or young person's view

Has the young person's views been sought?: Yes/No *(to include when, by whom and detail of interview) If not please specify reason and date when young person will be seen)*

Parent or carer's view

Has the parent/carers been notified, and their views sought?: Yes/No *(to include when, by whom and detail of interview) If not please specify reason)*

Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?

What is their view?

Does the professional have children of their own? if known please give names & ages

Previous concerns of a safeguarding nature:

Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.

Previous concerns of a safeguarding nature:

Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern?

Please consult with HR if advice is required about talking to the member of staff

What is their view?

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?

YES ☐ **NO** ☐ **Please explain your rationale for the response.**

In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?

If the professional who these concerns are about, is not a member of staff directly employed by your organisation (e.g., an agency worker) have you discussed this concern with the appropriate Line Manager for the organisation concerned?

What is their view?

Name of employer:

Contact details:

LADO Discussion

Have you already discussed this matter with a LADO? If so, please provide details here.

Form Completed by:

Contact details:

Appendix 12 Prevent Referral Form

To access the updated National Referral Form, please follow the link or website address below:

[National Prevent Referral Form](#)

<https://www.leedsforlearning.co.uk/Pages/Download/9b802366-38eb-4df4-90ab-c49acf00e168/PageSectionDocuments>

APPENDIX 13 – STAFF USE OF MOBILE PHONES

Below are links to the guidance documents provided to staff at Woodhouse Grove School and Brontë house & Ashdown Lodge regarding their use of mobile phones.

Woodhouse Grove School

[WGS Staff Use of Mobile Phones](#)

Brontë House & Ashdown Lodge

[BH - Use of mobile phones and electronic devices](#)

Appendix 14 - Low Level Concerns (about Adults) Policy

This Policy should be read in conjunction with:

- Woodhouse Grove School Safeguarding and Child Protection Policy
- Whistle blowing Policy
- Staff Code of Conduct

This Policy is relevant to all staff i.e. anyone associated with the organisation i.e. working in or on behalf of the organisation.

What is a low-level concern?

A low-level concern does not mean that it is insignificant. For this purpose it is any concern, no matter how small, and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the School's Code of Conduct (including inappropriate conduct outside of the workplace) or simply – even if not linked to a particular act – a sense of unease as to the adult's behaviour particularly towards or around children.

From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such the School sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Why is this important?

There have been previous cases where, had a system been in place for recording low level concerns which were then stored centrally and allowed tracking, the perpetrator would have been challenged much earlier in the event.

This policy is about building on, and continuing to develop, our positive culture towards the safeguarding of the young people in our care.

This policy should allow the positive culture to manifest itself in the following ways

- High expectations, openness, trust and transparency

- Staff are empowered to share concerns
- Staff should feel able to challenge inappropriate behaviour
- Staff are encouraged to be self-reflective about their conduct (Self disclosure)
- It will prevent boundary slippage
- Protect everyone against misunderstandings
- All staff can be confident and clear about the expected behaviours

It needs to be made clear that this is not about “Workplace vigilantism”. This is all about the children’s best interests, protecting staff from allegations and protecting the organizational reputation of the school.

Examples of Low-Level Concerns

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door,
or
- humiliating pupils.

What should I do if I have a Concern?

Where a low-level concern exists it should be reported to the DSL or to the Headteacher as soon as reasonably possible and in any event within 24 hours of becoming aware of it (where the concern relates to a particular incident)



How will my low-level concern be handled?

The procedures below are based on the guidance provided by Farrer & Co's Safeguarding Unit within the document "Developing and implementing a low-level concerns policy: A guide for organizations which work with children". Our procedure is outlined below with further guidance sought from the aforementioned document as appropriate.

The DSL will discuss all low level concerns they receive with the Headteacher as soon as possible and in any event within 24 hours of becoming aware of it. The Headteacher will in the first instance satisfy them self that it is a low-level concern and should not be reclassified as a higher level concern/allegation and dealt with under the appropriate procedure below.

The circumstances in which a low-level concern might be reclassified are where:-

- (a) the threshold is met for a higher level concern/allegation
- (b) there is a pattern of low-level concerns which collectively amount to a higher level concern/allegation or
- (c) there is other information which when taken into account leads to a higher level concern/allegation.

Where the Headteacher is in any doubt whatsoever, advice will be sought from the LA Designated Officer, if necessary on a no-names basis.

Having established that the concern is low-level the DSL or Headteacher as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. The below guidance is taken directly from the Farrer & Co Document)Section 8) and gives clear direction on how to proceed.

When staff share what they believe to be a low-level concern, how should this be responded to by the Headteacher/Principal or Safeguarding Lead?

8.18 All low-level concerns should be responded to in a sensitive and proportionate way – on the one hand demonstrating that such concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from any potential false low-level concerns or misunderstandings.

8.19 Once the Headteacher/Principal or Safeguarding Lead has received what is believed (by the person raising it) to be a low-level concern, they should (not necessarily in the below order but in an appropriate sequence according to the nature and detail of the particular concern shared with them):

- (a) speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided;*
- (b) speak to any potential witnesses (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);*
- (c) speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);*
- (d) review the information and determine whether:*
 - (i) the behaviour is in fact appropriate – ie entirely consistent with their staff code of conduct and the law,*
 - (ii) the behaviour constitutes a low-level concern (see paragraph 3.2 above),*

(iii) there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact may meet the harm threshold, in which case they should consult with their LADO,

(iv) in and of itself the behaviour may meet the harm threshold, and should be referred to the LADO/other relevant external agencies, or

(v) when considered with any other low-level concerns that have previously been shared about the same individual, the behaviour may meet the harm threshold, and should be referred to the LADO/other relevant external agencies,

(e) make appropriate records of:

- *all internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses (subject to the above);*
- *all external conversations – for example, with the LADO/other external agencies (where they have been contacted, and either on a no-names or names basis);*
- *their determination (as above at 8.19(d));*
- *the rationale for their decision; and*
- *any action taken.*

Ref - Farrer & Co – Developing and implementing a low-level concerns policy: a guide for organizations which work with children

Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns. This is necessary to enable any patterns to be identified. However no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:-

(a) the concern (or group of concerns) has been reclassified as a higher level concern as above or

(b) the concern (or group of concerns) is sufficiently serious to result in formal action under the School's grievance, capability or disciplinary procedure.

References

Farrer & Co – Developing and implementing a low-level concerns policy: a guide for organizations which work with children – Farrar & co Safeguarding Unit (Adele Eastman, Owen O’Rorke, Kaie Fudakowski and David Smellie) Marcus Erooga and Delyth Lynch. September 2022 - <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/developing-and-implementing-a-low-level-concerns-policy.pdf>

DfE – Keeping Children Safe in Education

HM Government (March 2026) Working together to Safeguard Children. Statutory guidance on inter-agency working to safeguard and promote the welfare of children. [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)

Safer Recruitment Consortium (February 2022) Guidance for safer working practice for those working with children and young people in education settings - https://www.saferrecruitmentconsortium.org/files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf

Appendix 15: MACE Panel Referral Form

Please submit this form via email to CHS.MACE@leeds.gov.uk

Referrer's Details

Referrer's Name:	
Referrer's Agency:	
Telephone:	
Email:	
Date of Referral:	

Child's Details

Name:			
DOB:		Mosaic ID:	
Ethnicity:		Gender:	
Address:		Sibling(s):	
Is the child open to CSWS?	Yes / No	Is the child open to Early Help?	Yes / No
Does the child have a disability or SEN?		Is the child attending an educational provision? <i>(Please state)</i>	Yes / No
What type of educational provision does the child attend? <i>(Please state details of their timetable and attendance)</i>			
What service(s) are currently working with the child?			
Type of Exploitation: (please tick)	CSE ☐	CCE ☐	Both CSE & CCE ☐
Has the child experienced online abuse? <i>(If yes, please state which online platforms/names)</i>	Yes / No		
Has a Child Exploitation Risk Assessment (Toolkit) been completed? <i>(please tick)</i>	(please delete) Yes / No	Date of last toolkit:	

Assessed Level of Risk:	No Risk Risk ☐	Low Risk ☐	Medium Risk ☐	High ☐
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No	
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children identified as being at risk of exploitation?	Yes / No	
Has the child been discussed at MACE previously? <i>If so, please provide a summary of previous MACE actions / interventions.</i>				
What is the main presenting issue(s): <i>What is happening right now for the child that you are concerned about in relation to potential exploitation? (e.g., If the child is going missing, how often, where do they go missing to if known, what do missing episodes look like?) Consider what the associated risk(s) are.</i>				
What concern(s) are the presenting issue(s) causing? <i>What are you worried will happen to the child?</i>				
What or who are protective factor(s) in the child's life?				

TO BE COMPLETED INTERNALLY:

Screened By:	Date:	Has the referral been accepted? Yes / No	MACE Panel Date:
If referral not accepted, please state why:			